DOCUMENT RESUME

ED 036 885 EA 002 722

AUTHOR Earl, S.A.
TITLE Differentiated Staffing.
PUB DATE 10 Oct 69
NOTE 29p.; Paper delivered at Western Canada Administrators' Conference (Banff, Alberta, October 10, 1969)

EDRS PRICE EDRS Price MF-$0.25 HC-$1.55
DESCRIPTORS Career Planning, *Differentiated Staffs, *Educational Environment, Educational Innovation, Educational Technology, Flexible Scheduling, Internship Programs, Occupational Information, *Paraprofessional School Personnel, *Professional Recognition, Specialists, Teacher Aides, Teacher Evaluation, *Teacher Role, Team Teaching

ABSTRACT

Creating more differentiated, specialized work roles within teaching can be viewed as a response to a structural lag in school systems. Organizationally, differential staffing attempts to correct inefficient use of human resources by providing a more individualized program to maximize the use of teacher talent. This paper discusses aspects of differential staffing, the advantages and disadvantages of differential teaching assignments, and examples of programs that have been described in recent literature. (MF)

ED036885

THE UNIVERSITY OF LETHBRIDGE

DIFFERENTIATED STAFFING

A paper delivered at the Western Canada Administrators' Conference

Banff, Alberta - October 10, 1969

Dr. S. A. Earl
The University of Lethbridge

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

EA 002 722

ED036885

DIFFERENTIATED STAFFING

A paper delivered at the Western Canada Administrators' Conference

Banff, Alberta - October 10, 1969

Dr. S. A. Earl
The University of Lethbridge

Introduction

During the past two decades innovations such as team teaching, independent study, large-group instruction, small-group discussion, modular scheduling, use of teacher assistants, and the application of technology to teaching and learning have been adopted by many schools.

In 1965 J. Lloyd Trump made the following statement:

> Actually, it is relatively simple to organize a school differently. Curriculum content can be arranged logically in a nongraded, continuous-progress sequence. Teachers can work in various types of teams to break the isolation of self-contained or self-sufficient classrooms. Rigid time divisions are replaced quite easily by flexible schedules; some schools even make up their schedules daily or weekly. Students can readily be re-grouped into classes of 100 or more for some purposes and into other classes of fifteen or fewer for different activities. Pupils can be scheduled for extended periods of time into resource centers for independent study. Teachers can use clerks, instruction assistants, and technical devices effectively.
>
> All of these modifications are occurring in schools. Although it takes knowledge and courage to make the changes, those are not the big problems. *The challenge is for teachers to learn new instructional roles to go with the changes*. Unless they learn these new roles, their teaching and the pupils' learning will be little better than what has occurred in conventional classrooms for decades.[1]

Schools are changing as a result of forces working both inside and outside of these institutions themselves. It occurs to me that serious consideration should be given to the concept of differentiated staffing, if the education profession hopes to improve the teaching-learning environment for pupils and teachers alike in the decade ahead. The purpose

of this paper is to discuss aspects of differential staffing which, hopefully, have relevance to educators who are working in administrative, supervisory, or teaching positions.

Differential Staffing - A Definition

The National Commission on Teacher Education and Professional Standards has provided the following tentative definition of differential staffing:

> "a plan for recruitment, preparation, induction, and continuing education of staff personnel for the schools that would bring a much broader range of manpower to education than is now available. Such arrangements might facilitate individual professional development to prepare for increased expertise and responsibility as teachers, which would lead to increased satisfaction, status, and material reward."[2]

Thus under a differentiated staffing arrangement education personnel would be selected, prepared, and deployed in ways that would make optimum use of their interests, abilities, and commitments and afford them greater autonomy in determining their own professional development.

A differentiated staff might include teachers and a variety of special service personnel, subject matter specialists, administrators, student teachers, interns, persons from other professions, craftsmen, volunteers, and several categories of paraprofessionals and teacher aides. Within the classroom-teaching ranks, some professionals might serve as leaders, responsible for the induction of new teachers, or coordinators of teams of associates and assistants.

In broader perspective the idea of differentiated staffing suggests a relatively new concept of the education profession. As Edelfelt says: "Because the concern here is with all personnel in a school, it is more accurate to use the term *education profession* rather than *teaching profession.*"[3]

A Rationale for Change in Staffing Patterns

The compelling demands being made by society on education are changing the traditional pattern of schooling and learning. Among the significant changes in education are those affecting the role of the teacher.

A quotation from the Prospectus of the National Commission on Teacher Education and Professional Standards embodies, I believe, the essence of a rationale for change in school staffing design:

> The job of the teacher has become unmanageable. The self-contained teacher and the self-contained classroom and the self-contained school are obsolete. No single individual has the competence, energy, and time to deal effectively with all the responsibilities assigned to one teacher. No teacher can afford to operate in the isolated and insulated fashion which has characterized many self-contained classrooms. No school can remain vital and dynamic or up-to-date if its staff is out of touch with the community and the rest of the educational world. A progressive, affluent society cannot tolerate or afford teachers or schools which try to go it alone without the help and stimulation of colleagues.[4]

The NCTEPS expresses the view that the education profession should attempt to meet the individual needs and interests of pupils and teachers, and also endeavor to make maximum use of the talents of all persons engaged in the education enterprise. More specifically, those who are responsible for individualizing programs for pupils should have the opportunity to develop their own individual interests and talents. As long as teachers are expected to be "jacks-of-all-trades" it is inconceivable that individualized learning for pupils can be achieved to the fullest extent.

It is quite evident that the education profession has not achieved career patterns on a par with some other professions. The lack of career patterns and holding power in education is reflected by the number of trained teachers who never teach and by the considerable number who pass through the profession on the way to motherhood or other careers and by the fact that

advancement, prestige, and high material reward come only through promotion out of the classroom. Differentiated staffing is aimed at increasing the range of career patterns available to those engaged in the education profession.

It is generally recognized that university and school systems have mutual responsibility in the preparation of teachers. Through differentiation on the basis of a career ladder, induction to the profession might become more natural and gradual, with new graduates continually feeding into the schools while experienced teachers come back to the campus. Furthermore, theory and practice might be more realistically related, and career-long education and re-education might be built in from the beginning. Thus, experience with differentiated staffing could result in much more effective programs for educating teachers.

Teachers are increasingly coming to recognize that their roles as generalists are often unmanageable. How can the elementary teacher for example, be expected to be knowledgeable of and skillful in the teaching of six to ten subject areas? At the secondary level how can we expect the Social Studies teacher to be equally conversant with Geography, Economics, History, Political Science and Sociology in this day and age?

For more than a decade attention has been focussed on the fact that most teachers are involved in tasks that diminish their professional stature and deplete their energies to the point where they have inadequate time for interacting directly and intensively with pupils.

Much of the evaluation of teaching is fragmentary and superficial, and where operative, it has frequently been a threatening activity imposed by personnel from outside the system. A better arrangement might be to place the major responsibility for evaluation in the hands of the teachers

themselves who are primarily concerned with self-evaluation.[5]

According to Dwight W. Allen "endurance becomes the only logical criterion for rewarding teachers, and so we reward them with tenure and a pay scale based on longevity. In staffing skills we ignore the educational needs of most students and the professional aspects of teaching."[6]

Purpose of Differential Staffing

According to Donald Hair, "the express purpose of differential staffing is to give teachers the chance to advance in status and salary and yet remain in teaching."[7]

Providing a more individualized program in order to maximize the use of teacher talent is, in the opinion of Fenwick English, the major purpose of differential staffing. Although all teachers are not equal, the tendency has been to pretend that they are - to say, "a teacher is a teacher." Organizationally, this has led to inefficient use of human resources. Differential staffing attempts to correct this by assigning teachers so that their interests and talents are utilized fully in meeting pupils' needs.[8]

Developments Responsible for Growing Interest in Differential Staffing

Ronald G. Corwin, Principal Investigator, NCTEPS Research Project on the Teacher Corps, stated recently that more flexible ways must be devised for organizing education for rapidly changing society. He argues that part of the problem is a structural lag in our school system and he feels that creating more differentiated, specialized work roles within teaching can be viewed as a response to this lag.

Corwin claims that teachers have reluctantly assumed more and more responsibilities for a remarkable variety of new functions. Furthermore, developments such as pressures to prepare increasing numbers of children

for college, and deterioration of inner-city schools have demonstrated that true individualized instruction is impossible as long as teachers have to cope, unaided, with a multitude of tasks and responsibilities.

Corwin argues that there are specific interrelated developments that are largely responsible for a new division of labor known as "differentiated staffing." The first of these developments is the *knowledge explosion.* The structure of knowledge has become so complex that it can neither be comprehended nor treated as a whole. It is possible, says Corwin, that no occupation will be sufficient in the schools of the future; teachers, social workers, nurses, psychologists, businessmen, and many other groups will need to collaborate more closely.

The second development relates to the condition under which society is likely to grant professional status to a given occupation. The condition is that the members of the teaching occupation must demonstrate specialized knowledge that other groups do not have. Current efforts to specialize teaching, accordingly, have encouraged greater specialization of work roles. This specialization must be based on function along with authority for specialists to find the means necessary to fulfill given responsibilities.

The third development has to do with increasing democratization which has imposed many duties on teachers that have deflected them from their primary teaching functions. In theory, differentiated staffing allows teachers to delegate work to people in other positions, thus providing a means of separating out various functions and duties.

The fourth development lies in the field of technology which is revolutionizing the self-contained classroom. It is Corwin's opinion that this process is not only creating additional roles, but is providing the means by which teachers can escape traditional roles and begin to specialize.[9]

Essential Ingredients of a Plan for Differential Staffing

In reporting on his experiences with differentiated staffing, Edward W. Beaubier, District Superintendent, Fountain Valley (California) School District, lists four key concepts that have become apparent.

1. It is essential to establish clear-cut, measurable learning objectives for the youngsters to be served by the plan. These objectives make up the criteria for judging the success of a plan for reorganization.

2. And of great importance, the honest involvement of teachers in decision making is crucial to the development of any program. Any changes that affect the role of the teacher need the involvement of that teacher in the decision-making process.

3. If wise decisions are to be made with regard to teaching and learning, the staff that works directly with the youngsters to be served must make them. The school must have much more autonomy than is usually the case. This autonomy necessarily involves decentralized staffing. If the school psychologist, for example, is to be truly involved with the learning program, he must be made an integral part of the teaching staff that carries this responsibility.

4. If teachers are to be effective decision-makers, they need in-service education in group dynamics and human relations skills.[10]

Fenwick English, Director of Projects and of the Differentiated Staffing Plan, Temple City (California) Unified School District, suggests the following principles as essential in a plan for differentiated staffing.

1. Differentiated staffing is a means of producing more relevant student learning.

2. Teaching is the primary function of all teachers.

3. Teachers are formal professional partners with administrators in the decision-making process.

4. Teachers should be relieved of many nonprofessional functions now required of them.

5. Teachers should perform the self-disciplining or regulating activities of their own profession.

6. Organizational flexibility should be created through the use of flexible scheduling.

7. New kinds of teacher programs, both pre-service and in-service, need to be developed to prepare teachers to function in different roles.

8. The advanced positions in the teacher hierarchy are service rather than supervisory positions.

9. Some teachers should earn as much or more than school administrators.[11]

Advantages of Differentiated Teaching Assignments

Most of the recent literature on differentiated staffing present arguments to support this type of innovation. Supporting evidence for differentiated staffing is drawn from two writers, Edelfelt and Lierheimer.

Roy A. Edelfelt, Executive Secretary of the NCTEPS, cites the following advantages. A differentiated staff can provide:

1. Better use of teacher abilities.

2. A professional setting in which personnel complement and stimulate each other.

3. Flexibility in the use of teacher time and talent, school facilities, and resources for learning.

4. Opportunity for learning to teach on the job.

5. Better and more systematic evaluation of professional performance.

6. More individualized school program.

7. An adequate salary range to attract and hold many categories and levels of educational personnel.

8. An organization for an effective link with colleges and universities.

9. Increased teacher involvement in decision-making.

10. A variety of career patterns in education.

11. For a recognition of responsibility levels and relate them to salary.[12]

In an interesting paper on flexible staffing patterns (a TEPS publication), Alvin P. Lierheimer discusses three major advantages in differentiated staff roles.

1. Students profit if their learning is managed effectively by persons specifically qualified for their particular needs, whether these be cognitive, affective, or sensory. Students are quick to spot a teacher in over his head and they seldom come to his resuce. But a teacher

succeeding in a role that fits his talents and interests radiates success to his pupils.

2. The community profits from differentiation of teaching roles because new sources of talent can become available; e.g., persons with specialized talents but without full preparation for teaching. For the community there is the attraction, too, that financial support for staff salaries will be divided more discriminatingly. No, not merit pay; pay according to the complexity and demands of new tasks.

3. School personnel themselves can gain from differentiation as each becomes what he is most capable of becoming and most interested in becoming. Job satisfaction--an essential ingredient in retaining staff--is more likely to be realized when teachers and others perform at levels and in roles in keeping with their desires and talents. Movement within teaching ranks rather than from teaching to administration becomes possible as well as profitable.[13]

Disadvantages: Viewpoints of the Association of Classroom Teachers of the NEA

No one in the education business would be so naive as to believe that there aren't serious drawbacks or disadvantages in differentiated teaching assignments for classroom teachers. Those few people in the education profession who are committed to change sometimes have a tendency to move too quickly. By so doing they may fail to involve all concerned, especially classroom teachers, or the local teachers' association, or the community. Too often attempts to change classroom teachers are made without recognizing the need for comparable changes at other levels of the educational hierarchy. For differentiated staffing arrangements to succeed it is essential that the roles of administrators as well as those of classroom teachers change simultaneously.

Another serious obstacle has to do with allocation of funds which may be insufficient to permit an adequate job of planning, implementing and maintaining a satisfactory program of differentiated teaching assignments for classroom teachers.

Frequently neither administrators nor teachers are prepared to modify

either approaches to teaching or administrative arrangements to accommodate differentiated teaching assignments. Personnel generally feel more comfortable and secure in playing their accustomed roles no matter how ineffectual they are at times.

Those who tend to oppose change or at least question ineffective approaches in education may raise very legitimate and searching questions about the merits of plans such as differentiated teaching assignments without receiving satisfactory answers. For example, some advocates of this proposal see in it a panacea for all educational ills without realizing that there are few, if any, research studies which demonstrate the efficacy of the programs espoused. Many of the so-called successful programs are only in the experimental stages--perhaps not even off the drawing board.

In the literature it is not difficult to find statements that differentiated teaching assignments should be introduced solely for the benefits which may accrue to classroom teachers, without any mention of its potential for improving the educational opportunities for students. There are some hard-headed administrators and classroom teachers who are still asking the question "Where is the proof of the benefits ascribed to differentiated teaching?"

There appears to be some misunderstanding or controversy concerning questions such as:

1. Will teachers receive increased pay based on increased responsibility?
2. Will teachers receive increased pay based on evaluation of their abilities?

Another indictment of the plan arises from the claim that teaching and the persons who teach are of paramount importance in education; however, a perusal of salary schedules may provide evidence that the higher salaries are paid to those who spend the least time with students.

Lastly, some teachers fear that a staffing pattern involving differentiated teaching assignments may be used as a means of cutting school budgets by paying higher salaries to the few teachers who reach the top brackets (usually very limited in number) and lower salaries to the vast majority of teachers. This in turn raises the question: Is there any validity to the claim that differentiated staffing will help attract capable persons to the education profession?[14]

Responsibilities of Agencies Concerned Directly with Education

Extensive adoption of differentiated staffing policies at local, regional or provincial levels would necessitate a reassessment of responsibilities of government agencies, teachers' and trustees' associations, and universities. It would be necessary for the Department of Education to revise certification requirements, modify the grant structure, revise policies with respect to school plant and facilities and provide imaginative leadership in matters relating to school curriculum, organization, and preparation of personnel to serve in the education profession.

Teachers' associations at both the local and provincial levels would likely be faced with making some drastic alterations in their policies regarding roles of professional and nonprofessional personnel in their salary structures, in their views on the preparation of teachers and many other types of auxiliary personnel. Teachers' associations have the responsibility to plan and implement programs designed to alert and motivate classroom teachers, to become informed, to take the initiative in educational innovation, and to be full-fledged partners in any program designed to bring about changes in the local school system. At the same time, however, teachers must expect that all such programs will be experimental until such experience validates

the worth of the innovation. Furthermore, it is the responsibility of teachers' associations to accumulate data and serve as clearing houses for information, to make available a variety of models of differentiated staffing, and to give guidance in developing appropriate types of salary schedules. A further responsibility devolving upon teachers' associations is that of re-evaluating their attitudes and policies on standards of certification, salary schedules, class size, role definitions, etc. There is need for teachers' associations to become more directly involved in programs of teacher education and preparation by conducting comprehensive surveys of present programs, by establishing criteria for evaluating these programs, and by preparing new directions.

Lastly, the education profession should identify the need for provincial legislation and initiate legislative action that seems desirable.

Provincial trustees' associations and the local boards of which they are comprised are concerned either directly or indirectly with all matters of education. More particularly, trustees' associations need financial support, if they are to innovate in matters such as differentiated staffing which in turn involves many other adjustments in the school operation. It would seem desirable and necessary that there be even more cooperation than at present between trustees and the education profession, if any major changes are to occur in the way human resources are to be utilized and deployed.

Before the concept of differentiated staffing can be implemented effectively it would seem necessary that the universities, the community colleges, the institutes of technology, as well as the school systems share the responsibility of preparing personnel for the education profession. No doubt the university should continue to carry the major responsibility for

preparing the highly trained professionals--researchers, curriculum experts, supervisors, school administrators, counsellors, psychologists, and last but not least, professional teachers. The community colleges and/or the institutes of technology and art might assume the major responsibility for preparing various types of auxiliary personnel or paraprofessionals such as clerical aides, administrative aides, noninstructional supervisors, library aides, housekeeping aides, instructional assistants, etc.

In some respects the major change in responsibility resides in the role that the local school districts might take in preparing various types of school personnel. In the decades ahead the most viable programs for preparing personnel, from the highest to the lowest levels of skill and expertise, will demand the cooperation of the practitioner at the school level and the theoretician at the university or college level. More specifically, the professional teacher must be involved along with administrators and supervisors in developing job specifications for each category or position along the career ladder. It cannot be overemphasized that those persons involved in performing a given educational function must share the responsibility of defining their respective roles.

It is unrealistic to assume that there will be any widespread adoption of differentiated staffing policy. Rather, I suspect that there will be small-scale, single-school, or school-system ventures--call them pilot projects if you will, launched here and there throughout the provinces. Each of these projects should be designed, implemented, evaluated and reported on with the utmost objectivity.

Models of Differentiated Staffing

Included here are a few examples of differentiated staffing programs that have been described in recent literature. Each school or school system

that is persuaded to adopt some type of differentiated staffing arrangement must keep in mind its own peculiar characteristics, needs, and purposes. No one model is likely to meet the needs and expectations of other schools or school systems. Each school should develop its own differentiated staffing policy to achieve its unique educational objectives.

Model A - The Kansas City Plan[15]

Donald Hair, Assistant Supervisor in Charge of Instruction, Kansas City, Missouri, has reported on a differentiated staffing plan that was implemented in September, 1968, in two schools (one elementary and one junior high school) in Kansas City, Missouri.

The first step in establishing the program was to examine the kinds of tasks to be performed in the operation of an elementary school or junior high school. The second step was to determine the different job categories by grouping the tasks agreed upon. In defining job classifications careful consideration was given to items such as the following:

1. instructional task to be assigned to a particular job category
2. responsibility for coordinating a level or area
3. responsibility for diagnosis of learning problems
4. responsibility for prescribing materials and techniques of instruction
5. responsibility for preparation of materials
6. special competencies required
7. opportunity for creativity
8. length of the work day and/or work year.

The following job classifications were established: coordinating instructor, senior instructor, instructor, associate instructor, intern, student teacher, paraprofessional and clerk. All of the instructor categories were filled by certificated personnel.

In staffing the elementary school Hair reports the following distribution of personnel: 3 coordinating instructors, 7 senior instructors, 18 instructors, 4 associate instructors, 4 interns, 8 student teachers, 8 paraprofessionals and 3 clerks. However, Hair did not indicate how many pupils were served by this staffing arrangement.

Hair states that all four instructor classifications are involved in the instructional process.

An abbreviated description of each of the categories is provided by Hair as follows:

The coordinating instructor coordinates the activities in a broad segment of the curriculum; supervises the ordering and distribution of instructional materials; teaches demonstration classes on occasion; investigates and initiates curriculum innovations; plans evaluation of his segment of the instructional program; plays a key role in the development and implementation of in-service education activities.

The senior instructor serves as a team leader; is responsible for scheduling both daily and long-range activities; exerts leadership in a subject field or a grade level; diagnoses and prescribes for needs of pupils; supervises training of student teachers.

The instructor participates on the team as a full-time teacher; is responsible for large-group presentations in his field of specialization; works with individual pupils and small groups of pupils in enrichment and development activities.

The associate instructor teaches part-time; participates in teaching as assigned by the senior instructor; participates in the implementation of plans and schedules developed by the team.

The intern contributes to the teaching team in his field of instruction; participates in teaching activities as defined by the coordinating instructor; follows a course of action planned with the college or university with which he is affiliated.

The student teacher observes and participates in teaching activities as prescribed by the senior instructor; follows activities consistent with the purposes of student teaching as agreed upon with the teacher training institution.

The paraprofessional who is a full-time or part-time member of the staff, supervises the movement of children; takes daily attendance; prepares instructional materials as directed; operates machines as required.

Model B - The San Diego Plan[16]

In 1963 San Diego began to implement a new plan of district organization. One aspect of the philosophy behind this organization was the concept that the secondary school principal's authority should be expanded to give him more autonomy regarding the pattern of school organization and the utilization of personnel within his school. It was recognized that the composition of each school is different, that each neighborhood is different and that the personnel assigned to each school have different strengths and weaknesses.

Each principal was asked to propose a plan of organization which he believed would most readily accomplish the objectives of the school. Once the overall plan of organization and staffing of each school was approved by the school board, the principal was free to exercise a great deal of latitude in the way he used the material and human resources available to him.

Dwight E. Twist, Assistant Superintendent of Secondary Schools, claims that the above-mentioned innovation has resulted in a rapid extension in the use of teacher assistants. Since 1963 each principal has been allowed to convert some teacher positions to teacher assistant time. For each position converted, 20 hours a day or 3,600 hours of teacher assistant time per year are allowed. That is, for each 5 hours of classroom teaching time given up daily, 20 hours of paraprofessional time are received.

Twist reports that during the last four years the number of hours for which teacher assistants are employed has quadrupled in the San Diego school system and this additional service has been provided without increasing the cost of educating each pupil. The comparative figures break down as follows:

Use of Regular Classroom Teachers

98 teacher positions
x 5 hours of teaching service

490 hours of service per day
x 180 days per year

88,200 total hours of service per year

Use of Teacher Assistants

98 position equivalencies
x 20 hours of service per day

1,960 total hours of service per day
x 180 days per year

352,800 total hours of service per year

274,600 increased hours of service per year at same cost

The policy in San Diego is that teacher assistants are paraprofessionals, not professionals. They work under the direct supervision of a classroom teacher and the teacher is privileged to assign only those duties for which professional training is not a prerequisite.

It should be pointed out that in the San Diego system the paraprofessionals that Twist refers to are upper-division and graduate students to whom a training certificate is awarded under California law so that these college students are considered credentialed employees serving as paraprofessionals and called "teacher assistants."

Twist states that the schools which first tried this approach are the most enthusiastic about it. For example, one high school of approximately 2,400 students uses 180 hours of teacher assistants' time per day. A few high schools, however, still adhere to traditional practices. A major feature which has encouraged the growth of this program is that it is optional; no teacher is required to have a teacher assistant. On the other hand, the

requests of school principals for teacher assistant time at the 4 to 1 ratio have never been rejected if the tasks to be performed are approved ones.

Although Dr. Twist does not attempt to provide objective evidence of the superiority of this type of differentiated staffing over the traditional plan, he does outline four advantages that the San Diego schools see in this plan following a decade of experience. These advantages are:

1. Differentiation can now be made between professional responsibilities and other duties which are subprofessional in nature. The latter can be delegated to others thus freeing the teacher to perform more adequately the task for which he has been prepared.

2. The work load of the classroom teacher is reduced without increasing the cost of education. Fewer teachers have to be released from classroom assignments to perform supervisory tasks and other non-teaching duties.

3. College students bring enthusiasm, fresh bodies of knowledge and a spirit of inquiry into the schools. The secondary school students respect the college students for their knowledge and leadership. Since the teacher assistants serve for no longer than two years, there is the benefit which comes from new ideas and fresh viewpoints. Furthermore, the school never has to run the risk of developing a staff of career aides who in time could conceivably challenge teacher authority or offer other problems which long tenure occasionally brings.

4. Twist says that the most important benefit of all is the "improved quality of education which results from more individual contacts with students. Also, the greater number of hours of service provided in the classroom and the resultant enthusiasm of school personnel for keeping up-to-date and for using creativity and innovation in their approach to education have made this procedure a very promising practice."[17]

Model C - The New Mexico State University Plan[18]

A paper delivered by Ronald C. Roush at the 1968 TEPS conference, outlined a program now in operation at New Mexico State University for educating teachers through differentiated roles. This innovation in teacher education is an attempt to develop a program around the concept of "the teacher and his staff" which proposes a plan of action to improve instruction and to utilize more fully the talents of teachers. Roush claims that

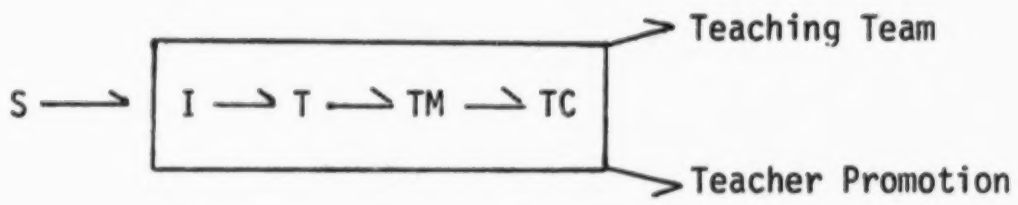
the design calls for the assignment of professionals and paraprofessionals to a teaching team where each member makes his unique contribution to the education of students.

Ideally the university and the cooperating school systems share the responsibility of improving the quality of teacher education through direct participation of teacher education students in the differentiated roles assigned to team members operating in the schools.

According to Roush "all first-year students are assigned to elementary schools as school aides and all second-year students to junior high schools as teacher aides. Third- and fourth-year students are assigned to elementary, junior or senior high schools depending upon their career interest. They serve as assistant teachers for the third year and as co-teachers the fourth year."[19]

Weekly seminars are conducted on campus where students, teachers, and professors constituting the teaching team attempt to integrate what is learned from laboratory experience in the school with the theory that is being propounded by the university.

The teacher growth and promotion model developed by Roush and his colleagues is as follows:



S - Student I - Intern T - Teacher TM - Teacher Master
TC - Teacher Consultant

Students preparing for teaching should understudy each position on the teaching team, says Roush, and should act as catalysts for the different agencies and professionals who contribute to the education of the teaching team.

Professionals (I --- T --- TM --- and TC) should participate in educational programs designed for their respective positions and they, too, could act as catalysts for the different agencies and professionals contributing to the teaching-learning profession.[20]

Model D - The Temple City Plan[21]

An excellent article by John Rand and Fenwick English contained in The Phi Delta Kappan (January, 1968) describes a proposed teacher hierarchy based on differentiated responsibilities and compensation.

The categories of personnel include: (1) the teaching research associate, (2) the curriculum associate, (3) the senior teacher, (4) the staff teacher, (5) the academic assistant, (6) the educational technician, (7) the school principal, (8) the school manager, and (9) paraprofessional personnel. The authors have delineated the functions and qualifications of persons in each of these categories.

This plan, designed primarily by teachers, offers a way for teachers to receive remuneration of $20,000 per year by differentiated teaching roles and systematically enlarging their authority and decision-making powers to shape the instructional program.

Models described by Ralf C. Riches[22]

1. The Norwalk Plan

This plan developed in 1958-60 involved three-member teams of a single grade level. Two of the members were teachers and the third member was a non-professional teacher aide. These three adults shared the total responsibilities of working with a group of children numbering about three times the usual size of a class (69 to 85 pupils) in classroom space equal to three regular rooms.

TEAM LEADER	TEACHER AIDE	COOPERATING TEACHER
	PUPILS (69 - 85)	

Figure I

In this model (Figure I) the team leader, as the head of her team, provided leadership for the activities for the other members of the team. Other team members were directly responsible to her; she, in turn, was responsible to her principal. The cooperating teacher, at a lower level worked cooperatively with a team leader in all of the areas of their instructional responsibilities.

2. The Wisconsin Plan

The Wisconsin model (Figure 2) is of special significance because it effectively involves an internship program with a team teaching program. The combination creates an extraordinary opportunity to provide service and guidance to the aspiring trainee and at the same time enlist the local school staff in the business of teacher education.

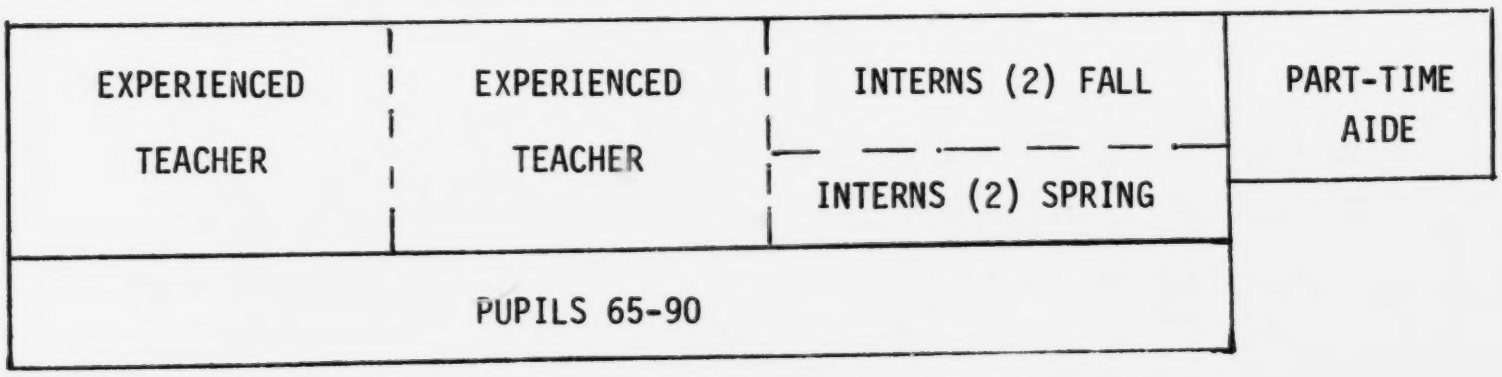


Figure 2

3. The Bush and Allen Plan

This plan was designed to operate in high schools. Bush and Allen envisioned three principal categories of staff: professional, supporting and

resource personnel.

Professional Staff

1. Senior teachers
2. Staff teachers
3. First-year teachers
4. Intern teachers (in their fifth year of preparation)

Supporting Staff

1. Teacher assistants
2. Technical assistants
3. Clerical assistants

Resource Personnel - specialists from the professions and specialized fields e.g. psychiatrists, social psychologists, etc.

4. In the Maine Project an hierarchical team was planned by one of the elementary schools resulting in:

1. the designation of four categories of personnel

2. the delineation of qualifications for persons in each of the categories

The four categories are as follows:

1. team leader
2. senior teacher
3. graduate assistant teacher
4. student teacher

Challenge for the 1970's

In the decade ahead any school or school system that attempts to increase either the efficiency or the effectiveness of its total instructional program should, in my opinion, develop well designed models of differentiated staffing. Society's demands on its schools are such that traditional goals, curricula, organizational structure, and instructional services have become, in many instances, ineffective, inefficient and, to a considerable extent, irrelevant in terms of the needs, interests, and capabilities of students and staff. These demands cannot be met either by changing labels or by

tinkering. Many schools need a thorough overhauling. Patching cracks is not good enough, if the necessary educational renovations are to be achieved in the 1970's.

No longer should the education profession hesitate to challenge the traditional views of *school*, *class*, and *teacher*. In the words of John Macdonald,

> "The idea of the omnicapable teacher is now a piece of outworn ideological baggage which has to be left behind if schools are to exemplify efficiency . . . Educational efficiency requires that teachers be functional specialists, not generalists."[23]

And we can ill afford the customary time lag of twenty to thirty years to accomplish what needs to be done to implement the concept of "the teacher and his staff." The time has come for us to quit spinning dreams about the "universal" teacher who never was and never can be prepared to perform many of the tasks that have been foisted upon him. Instead, broadening the continuum of teaching roles will enable us to recruit and use more effectively a much broader range of persons with varying talents, energy levels, and commitments to teaching.[24] Changing roles places greater emphasis on performance criteria rather than degrees and course credits in assessing effectiveness of people involved in education.

Change, as most of us know, is slow, traumatic, and sometimes risky business. The challenge of the 1970's is for us to take the risks necessary for experimenting, as objectively as possible, with *differential staffing*.

REFERENCES

1. Trump, J. Lloyd. *New Dimensions to Quality Education - The Secondary School Tomorrow.* National Association of Secondary-School Principals. Washington, D.C., p.3.

2. National Education Association, National Commission on Teacher Education and Professional Standards. *A Position Statement on the Concept of Differentiated Staffing.* Washington, D.C., May 11, 1969, p.2.

3. Edelfelt, Roy A. *Redesigning the Education Profession.* National Education Association, National Commission on Teacher Education and Professional Standards. Washington, D.C., January 1969, p.1.

4. Denemark, George W. "Teacher Education and the Changing Role of Teachers." Teacher Education: Action for Americans. 14th Biennial School for Executives. *American Association of Colleges for Teacher Education.* Washington, D.C., One Dupont Circle, N.W., July 1969, p.37.

5. NCTEPS, op cit p.3.

6. Allen, Dwight W. "A Differentiated Staff: Putting Teaching Talent to Work." *The Teacher and His Staff - Occasional Papers No. 1.* National Education Association, National Commission on Teacher Education and Professional Standards. Washington, D.C., December 1967, p.1.

7. Hair, Donald. "Questions and Answers on Differentiated Staffing." *Today's Education.* Special Journal Feature. National Education Association. Washington, D.C., March 1969, p.5.

8. English, Fenwick. "Questions and Answers on Differentiated Staffing." *Today's Education.* Special Journal Feature. National Education Association. Washington, D.C., March 1969, p.1.

9. Corwin, Ronald G. "Enhancing Teaching As a Career." *Today's Education.* Special Journal Feature. National Education Association. Washington, D.C., March 1969, p.3.

10. Beaubier, Edward W. "Experiences With Differentiated Staffing." *Today's Education.* Special Journal Feature. National Education Association. Washington, D.C., March 1969, p.4.

11. English, Fenwick, op cit p.1.

12. Edelfelt, Roy A., op cit p.9.

13. Lierheimer, Alvin P. "An Anchor to Windward." *TEPS Write-in Papers on Flexible Staffing Patterns No. 2.* National Education Association, National Commission on Teacher Education and Professional Standards. Washington, D.C., p.5.

14. ACT Viewpoints. *Today's Education.* Special Journal Feature. National Education Association. Washington, D.C., March 1969, p.8.

15. Hair, Donald. "Differentiated Staffing and Salary Pattern Underway in Kansas City." *School and Community.* April 1969, pp.9-10.

16. Twist, Dwight E. "Improving Instruction Through More Effective Utilization of Certificated Personnel." *Journal of Secondary Education.* Volume 43, No. 1, January 1968, pp. 30-32.

17. Ibid, pp. 32-33.

18. Roush, Ronald C. National Education Association, National Commission on Teacher Education and Professional Standards. "The New Mexico State Plan." *The Teacher and His Staff: Differentiating Teaching Roles.* Report of the 1968 Regional TEPS Conferences. Washington, D.C.: the Association, 1969, p.90.

19. Ibid, p.88.

20. Ibid, p.91.

21. Rand, M. John and Fenwick English. "Towards a Differentiated Teaching Staff." *Phi Delta Kappan.* Volume XLIX, No. 5, January 1968, pp. 264-268.

22. Riches, Ralf C. *A New System of Recognition and Rewards Could Greatly Assist in Revitalizing the Teaching Profession.* Unpublished. October 28, 1968, pp. 14-26.

23. Macdonald, John. National Education Association, National Commission on Teacher Education and Professional Standards. *The Teacher and His Staff: Differentiating Teaching Roles.* Report of the 1968 Regional TEPS Conferences. Washington, D.C.: the Association, 1969, p.6.

24. Denemark, George W., op cit p.37.

SELECTED BIBLIOGRAPHY ON DIFFERENTIATED STAFFING

Allen, Dwight W. "A Differentiated Staff: Putting Teaching Talent to Work." *The Teacher and His Staff - Occasional Papers No. 1.* National Education Association, National Commission on Teacher Education and Professional Standards. Washington, D.C., 1201 - 16 St. N.W.

Barbee, Don. "Differentiated Staffing: Expectations and Pitfalls." *TEPS Write-in Papers on Flexible Staffing Patterns No. 1.* National Education Association, National Commission on Teacher Education and Professional Standards. Washington, D.C.

Denemark, George W. "Teacher Education and the Changing Role of Teachers." Teacher Education: Action for Americans. 14th Biennial School for Executives. *American Association of Colleges for Teacher Education.* Washington, D.C., One Dupont Circle, N.W., July 1969

Edelfelt, Roy A. "Redesigning the Education Profession." National Education Association, National Commission on Teacher Education and Professional Standards. Washington, D.C., January 1969

English, Fenwick et al. "Questions and Answers on Differentiated Staffing." *Today's Education.* Special Journal Feature. National Education Association. Washington, D.C., March 1969

Gorman, Charles J. "Annual Reassignment of Teachers: An Important Ingredient of Nongrading." *The Elementary School Journal.* January 1969

Hair, Donald. "Differentiated Staffing and Salary Pattern Underway in Kansas City." *School and Community.* April 1969

Joyce, Bruce R. "Staff Utilization." *Review of Educational Research.* Volume XXXVII, No. 3, June 1967

Kapfer, Philip G. "An Instructional Management Strategy for Individualized Learning." *Phi Delta Kappan.* January 1968

Knill, William D. *Staff Utilization.* A paper presented to the Alberta Department of Education, Annual Conference of School Superintendents. January 28, 1965

Lierheimer, Alvin P. "An Anchor to Windward." *TEPS Write-in Papers on Flexible Staffing Patterns No. 2.* National Education Association, National Commission on Teacher Education and Professional Standards. Washington, D.C.

National Education Association, National Commission on Teacher Education and Professional Standards. *A Position Statement on the Concept of Differentiated Staffing.* Washington, D.C. May 11, 1969

Nolasco, Sister M. "Utilization of Staff." *Department of Education News Letter - Newfoundland.* Volume 18, No. 5, February 1967

Nystrand, Raphael O. and Frederick Bertolaet. "Strategies for Allocating Human and Material Resources." *Review of Educational Research.* Volume XXXVII, No. 4, October 1967

Rand, M. John and Fenwick English. "Towards a Differentiated Teaching Staff." *Phi Delta Kappan.* Volume XLIX, No. 5, January 1968

Riches, Ralf C. *A New System of Recognition and Rewards Could Greatly Assist in Revitalizing the Teaching Profession.* Unpublished. October 28, 1968

Stevens, Jody L. "Of Immediate Concern: Better Teacher Utilization." *The Clearing House.* Volume 43, No. 8, April 1969

Twist, Dwight E. "Improving Instruction Through More Effective Utilization of Certificated Personnel." *Journal of Secondary Education.* Volume 43, No. 1, January 1968

SUPPLEMENTARY BIBLIOGRAPHY ON TEACHER AIDES

Anderson, Myron L. "Utilizing Paraprofessional Programs." *Wisconsin Education Association.* November 1968

Davies, Don. "The Quiet Revolution - Teacher Aide Idea Can Improve Education." *The ATA News.* Volume 2, No. 7, February 1968

Dickmann, Leonore. "Defining Paraprofessional Programs." *Wisconsin Education Association.* November 1968

Esbensen, Thorwald. "Should Teacher Aides Be More Than Clerks?" *Phi Delta Kappan.* Volume XLVII, No. 5, January 1966

Friedman, Frances Popliger. *The Evidence and Research Possibilities of Teacher Aide Use in the Administrative Structure of the School System.* Research Paper delivered at C.C.R.E. - C.E.R.A. Conference. Victoria, B.C., January 27-29, 1969

Southworth, William D. "A Successful Classroom Teacher Aide Program." *Phi Delta Kappan.* Volume L, No. 8, April 1969

Stiles, Lindley J. "Certification and Preparation of Educational Personnel in Massachusetts." *Phi Delta Kappan.* Volume L, No. 8, April 1969

Thomson, K.H. "Teacher Aides." *The Alberta School Trustee.* June 1969

Williams, Lowell. "A Proposal for Non-Professional Assistants for Teachers." *A.T.A. Magazine.* January 1969

BOOKS AND PAMPHLETS

Cunningham, Luvern L. *Promising New Directions in Staff Utilization.* Organization - A Means to Improved Instruction, The Lecture Series of The 1962 Leadership Course for School Principals, published by The Policy Committee, Leadership Course for School Principals, Edmonton, Alberta, 1962

ERIC (Educational Resources Information Center). *Preparing School Personnel for Differentiated Staffing Patterns.* Compiled by Marlene Ross for the ERIC Clearinghouse on Teacher Education, 1156 Fifteenth Street, N.W., Washington, D.C. 20005, May 1969

National Education Association, National Commission on Teacher Education and Professional Standards. *The Teacher and His Staff: Differentiating Teaching Roles.* Report of the 1968 Regional TEPS Conferences. Washington, D.C.: the Association, 1969

The Edmonton Public School Board. *New Goals in Staff Development.* Edmonton, Alberta

Trow, William Clark. *Teacher and Technology: New Designs for Learning.* New York: Appleton-Century-Crofts, 1963

Trump, J. Lloyd. *New Dimensions to Quality Education - The Secondary School Tomorrow.* National Association of Secondary-School Principals, Washington, D.C.

Trump, J. Lloyd and Dorsey Baynham. *Guide to Better Schools: Focus on Change.* Chicago: Rand McNally & Company, 1961

Trump, J. Lloyd. *Changes Needed for Further Improvement of Secondary Education in the United States.* Reprinted from The Bulletin of the National Association of Secondary School Principals, Volume 53, No. 333, January 1969

Wallin, H.A. *Organizational Maintenance and Improvement Through Staff Development Programs.* Selected papers from the Fifth Conference of British Columbia School Principals. Summer 1966